

**2014 Overall Grade Distribution Across Models: Option RM-2**

	Performance Only		Current A-F Model		Performance 60%-Growth 40%		Performance 50%-Growth 50%	
<b>A</b>	538	26.0%	1140	53.57%	497	23.88%	474	22.78%
<b>B</b>	931	45.0%	429	20.16%	996	47.86%	977	46.95%
<b>C</b>	406	19.6%	340	15.98%	428	20.57%	472	22.68%
<b>D</b>	110	5.3%	134	6.30%	106	5.09%	108	5.19%
<b>F</b>	86	4.2%	85	3.99%	54	2.59%	50	2.40%

RM-2

DB-1

	Observed Growth					
	Negative Movement		Static Movement		Positive Movement	
Prior Year Status	Target Range	Points	Target Range	Points	Target Range	Points
Pass Plus-2	0-41	25	42-66	75	67-99	125
Pass Plu-1	0-39	25	40-64	75	65-99	125
Pass-3	0-36	25	37-61	75	62-99	125
Pass-2	0-34	25	35-59	75	60-99	125
Pass-1	0-31	25	32-56	75	57-99	125
Did Not Pass-3	0-29	25	30-54	75	55-99	125
Did Not Pass-2	0-26	25	27-51	75	52-99	125
Did Not Pass-1	0-24	25	25-49	75	50-99	125

## **RM-2**

### **Description**

- Established modified values table utilizing prior year category status and current year observed growth.
- Student trajectory of negative, static and positive awarded incremental points.
- Each trajectory is awarded the same points, regardless of starting category.
- Target ranges for observed growth establish whether a student is on a trajectory to move down in proficiency levels (negative movement), on a trajectory to stay at the same proficiency level (static movement), or on a trajectory to move up in proficiency levels (positive movement).

### **Assumptions**

- Any positive trajectory is full points or more (100 or more)
- Any negative trajectory is assessed fewer points
- Any static trajectory is less than full points

### **Expectations**

- This model sets the expectation that in order to receive 90 or more points ("A" level), a student must:
  - show positive trajectory to increase level

### **PROS:**

- Recognizes the difficulty of bringing students up through the Did Not Pass categories (rewards full points for one category of improvement in the DNP categories)
- Highly de-incentivizes "negative" growth (dropping one or more category)
- Simple; one calculation for all students

### **CONS:**

- Adjustments to values table could be considered arbitrary
- Formula could be difficult to understand for the public
- Provides less than full points for staying at any level of proficiency
- Assesses same amount of points to students staying static at a Pass Plus level as those students staying static at a Did Not Pass level